DOCUMENT RESUME

ED 194 190 PS 011 779

AUTHOR Bohning, Gerry
TITLE Peer Tutoring: Two Are Better Than One.
PUB DATE 16 Oct 80
NOTE 32p.: Paper presented at the Florida State Reading Council Annual Conference (St. Petersburg, FL, October 16, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Criteria: Guidelines: *Peer Teaching: *Program Implementation: Reading Improvement: *Selection: Supervision: *Teacher Responsibility: Training: *Tutorial Programs: Tutors

ABSTRACT

Intended for use by classroom teachers and supervisors, this paper presents guidelines for implementing a peer tutoring program. The contents provide a definition of peer tutoring, a program rationale, and a list of steps for program implementation. Responsibilities of participating teachers and guidelines for selecting tutors and tutorial objectives are specified. Program monitoring, tutor training and peer tutoring reading activities are discussed. Word list and reading activity recording forms as well as game sheets are provided. In addition, peer tutoring manuals are recommended and listed. (Author/RH)

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ED194190

PEER TUTORING

Two Are Better Than One

Conference Presentation
Florida State Reading Council Annual Conference
St. Petersburg, Florida
October 16, 1980

Gerry Bohning, Ed.D.
School of Education
Barry College
Miami, FL 33161

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INTRODUCTION

This guidebook is an overview for implementing a peer tutoring program. The information presented is intended for use by classroom teachers and supervisors who want to initiate peer tutoring in their school or area. In addition, a teacher or supervisor should have available as references the peer tutoring manuals described on page 28. The manuals present excellent detailed information for designing and carrying out a number of effective peer tutoring programs in various school settings.

TERMS

peer tutor--

a child trained to serve in a teaching role to give instructional assistance and practice opportunities to another child; also called a helper

learner--

the child receiving the help

receiving teacher--

the teacher whose students receive peer tutoring assistance

sending teacher--

the teacher whose students serve as peer tutors

tutor coordinator--

person who monitors the program

PEER TUTORING

TWO ARE BETTER THAN ONE

What is peer tutoring?

Peer tutoring features students in teaching roles. Peer tutoring refers to a teaching-learning process where children serve as tutors to provide instructional help and friendship to another child.

Peer tutoring can be an exciting and productive part of almost any educational program. Children can become more competent students as a result of being taught by other children. Students find peer tutoring helpful and enjoyable, both as a tutor and as a learner. A well planned peer tutoring program can add much to the educational and social growth of the participants.

Peer tutoring recognizes that the most significant resource in the classroom is the student.

Peer tutoring is usually cross-age, older students helping younger students. But, it may be same-age, students tutoring their classmates.

Why have peer tutoring?

All participants benefit from a well planned peer tutoring program--the student tutor, the learner, the teacher. All do not benefit alike; they benefit in different ways.

Benefits for the learner

Peer tutoring:

--provides an opportunity for individual help. Questions can be quickly answered and successes immediately praised.

--provides a setting of encouragement, gives an incentive for working, and builds self-confidence. Some students feel more comfortable receiving individual help from someone nearer their own age than from an adult. They are used to getting help from brothers and sisters and often find it less threatening to ask questions of another student, especially in an individual setting. Answers given in the familiar words of peers are sometimes easier for children to understand.

--provides a younger child with a model. An older student can be an important example for a younger child.

Benefits for the tutor

The importance of the helping relationship:
builds self-esteem
increases motivation
helps develop a feeling of being useful and appreciated
enhances a positive attitude toward all learning
fosters a sense of self-worth
increases social understanding

The best way to learn is to help somebody else learn. When older students are faced with the need to explain something to a younger child they really work to understand it themselves.

Benefits for the teacher

Peer tutoring gives the teacher new opportunities:

--to individualize learning
--to give children the practice opportunities they need without having to wait for a turn
--to provide individual attention which is not often possible during regular class periods
--to help insure that mistakes are detected
--to encourage students to interact with each other on a one-to-one basis
--to build teacher-to-teacher understanding

What are the essentials of a peer tutoring program?

1. Willing sending and receiving teachers
2. The program must be well planned
3. The student tutors must be trained
4. The selected tutoring tasks or activities must meet the basic skills objectives
5. Maintaining the program requires a degree of supervision

What are the steps for implementing a peer tutoring program?

_____1. Identify a willing receiving teacher
_____2. Identify a willing sending teacher
_____3. Hold first planning session with sending and receiving teacher(s)
_____4. Receiving teacher determines instructional objectives, selects learners, and specifies the materials
_____5. Sending teacher selects tutors
_____6. Hold 2nd planning session with sending and receiving teacher(s)
_____7. Train the student tutors
_____8. Tutoring begins
_____9. Monitor the peer tutors
____10. Make revisions based on need to change and improve
____11. Train other tutors and expand program
____12. Continuing evaluation and modification

RESPONSIBILITIES

Participating teachers will need to be aware of their responsibilities. The following lists present a summary of expectations for sending teachers, receiving teachers, and for supervising tutor coordinators (if there is one). The list of responsibilities can be modified to suit the needs and demands of a particular school or area.

RESPONSIBILITIES OF RECEIVING TEACHER

_____1. Attend planning sessions
Read planning material
Make planning suggestions

_____2. Review diagnostic assessments of students
Identify probable tutoring tasks

_____3. Meet with sending teacher and tutor coordinator
Discuss what tutors will likely be doing
Decide how many tutors will be involved to start with
Set time for 2nd meeting

_____4. Plan with tutor coordinator
Determine instructional objectives (use criteria)
Select learners (use criteria)
Specify materials
Develop record keeping forms to match objectives

_____5. Meet with sending teacher and tutor coordinator
Discuss instructional objectives, materials, record keeping
Pair the tutors and learners (use criteria)
Decide
Where tutoring materials will be kept
When tutor training will begin
Where tutor training will be held
When tutoring will begin
When tutoring will take place _____time, T--F
Where tutoring will be held
Determine length of time for first tutoring project
Schedule when monitoring meetings will be held

_____6. Tell class about tutoring

_____7. Work with tutor coordinator in training tutors

_____8. Help monitor the tutoring
Provide tutors with feedback
Voice appreciation to the tutors

_____9. Make program changes as needed

____10. Keep a list
Of what should have been done differently to make the program run more smoothly
Of how to improve the program

____11. Consider expanding the program

The receiving teacher is a key element in an effective peer tutoring program. The receiving teacher should view student tutors as appreciated partners.

RESPONSIBILITIES OF SENDING TEACHER

_____1. Attend planning sessions
Read planning material
Make planning suggestions

_____2. Meet with receiving teacher and tutor coordinator
Discuss what tutors will likely be doing
Decide how many tutors will be involved to start with
Set time for 2nd meeting

_____3. Explain program to entire class

_____4. Select tutors (use criteria)

_____5. Meet with receiving teacher and tutor coordinator
Discuss instructional objectives, materials, record keeping
Pair the tutors and learners (use criteria)
Decide
Where tutoring materials will be kept
When tutor training will begin
Where tutor training will be held
When tutoring will begin
When tutoring will take place _____time, T--F
Where tutoring will be held
Determine length of time for first tutoring project
Schedule when monitoring meetings will be held

_____6. Help monitor the tutoring
Provide tutors with feedback
Voice appreciation to the tutors

_____7. Make program changes as needed

_____8. Keep a list
Of what should have been done differently to make the program run more smoothly
Of how to improve the program

_____9. Consider expanding the program

The sending teacher is a key element in an effective peer tutoring program. The sending teacher should view peer tutoring as an opportunity for students to contribute academically and grow socially.

RESPONSIBILITIES OF TUTOR COORDINATOR

1. Assume role of helping teachers develop peer tutoring program.
2. Plan with and assist receiving and sending teachers.
3. Train the first group of student tutors.
4. Keep parents informed.
5. Help monitor and supervise the program.
6. Plan revisions.
7. Develop public relations for the program.

GUIDELINES FOR SELECTING PEER TUTORS AND TASKS

Sending and receiving teachers can use the following guidelines for selecting tutors and learners, for scheduling, and for determing instructional objectives. Sending and receiving teachers can add to the guidelines as they use peer tutoring in their own school.

CRITERIA FOR SELECTING TUTORS

1. Tutors should be at least 3 years older than learners. This safeguards the tutor's image as an older, wiser resource.
2. Tutors should have a cooperative attitude.
3. Often the most patient and understanding tutors are students who have some learning difficulties of their own.
4. Start small. Select a few tutors at first and gradually train more. As tutors gain experience they help train and act as a resource for other tutors.

CRITERIA FOR SELECTING LEARNERS

1. Students identified by the receiving teacher who "if they could just have a little extra help they would be able to catch on."

CRITERIA FOR PAIRING TUTORS WITH LEARNERS

1. Pair boys with boys and girls with girls.
2. Use teacher judgment to form compatible pairs. If a pair does not work out, change the pairing.

CRITERIA FOR SCHEDULING TUTORING SESSIONS

1. The tutor should not miss a favorite activity.
2. The tutoring should not be held right before the learner's lunchtime.

CRITERIA FOR DETERMINING INSTRUCTIONAL OBJECTIVES

1. Identify--what the learner is expected to know and needs to know
   --what areas the learner shows an interest

2. Then ask--is it an essential skill?
   --does it lend itself to practice?
   --will a student tutor be able to make a quick judgment about a learner's response as being right or wrong?

3. Consider--time allotted for the tutoring session
   --level of ability of those tutoring

MONITORING THE PEER TUTORING PROGRAM

Monitoring the peer tutoring program helps the tutors and learners to succeed. Monitoring takes two forms:

--on-the-spot assistance

--a brief weekly session of tutors and teacher(s)

On-the-spot assistance is given by every adult working with the program and shows a willingness to help children learn to help each other.

A brief weekly session is usually held on Monday during the regular tutoring time. The Teacher Observation Checklist of Peer Tutors is completed and discussed during the weekly meeting. The teacher in charge answers questions, gives encouragement, and explains any procedures or materials which are to be used during the week.

TEACHER OBSERVATION CHECKLIST OF PEER TUTORS

Directions

Monitoring the peer tutoring helps the tutors to succeed. Using this checklist provides the tutors with feedback, gives them encouragement, and helps them to improve. Use a (+) if the tutoring behavior is well carried out. Use a (✓) if the behavior needs to be improved. Use a (-) if the behavior is unsatisfactory. Rate the tutors weekly. This checklist can be used for three weeks.

Tutor	DOES THE TUTOR-- act friendly?			praise good work?			handle materials well?			follow procedures?			keep records?		

TRAINING THE PEER TUTORS

Training the student tutor is essential if the peer tutoring program is to be successful. Specific training prepares the tutors for exactly what they do when they sit down to work with a learner. Tutors are trained to use specific tutoring procedures. They are given a well-defined set of tutoring tasks, demonstrations in how to use the materials and record forms, and provided with opportunities to practice in role playing.

Sequence of a Tutoring Session
6 Steps

1. Talk to the learner
   (Get to know the learner)
2. Tell the learner what work needs to be done
   (Setting purpose)
3. Tutor a basic skill
4. Work with a manipulative or language task
5. Review the basic skill with a game
6. Conclude the session by reviewing the record keeping forms

Reference:
Harrison, Grant Von and Ronald Edward Guymon. STRUCTURED TUTORING. Englewood Cliffs, NJ: Educational Technology Publications 07632, 1980. ISBN 0-87778-154-0

Training Session 1

_____1. Orientation discussion
Have you ever needed help in school?
What kind of help did you need?
What does it mean to help someone?
Why is doing school work important?
Why would a beginner (k,1) need help?

_____2. Purpose of tutoring--what can you accomplish

_____3. You are going to be a tutor
To be a good tutor--You need to know how to act
You need to know what to do

_____4. How to act
Sit next to the learner
Be happy
Be kind
Help the learner but do not do the learner's work for him or her

_____5. Introduce Step 1 of the tutoring sequence
Talk to the learner
Get to know him or her
What can you talk about--
What do you like to do after school?
What is your favorite TV program?
Do you have a pet?
Do you have any brothers and sisters?
What foods to you like to eat?
What made you feel good today?

_____6. Introduce Step 2 of the tutoring sequence
Tell the learner what work needs to be done

_____7. Express appreciation to the tutors. Explain that tomorrow the training session will continue.

Training Session 2

_____1. What do you do when the learner is correct?
Praise correct work
Good--very good--excellent--that's right--I like helping you

_____2. What do you do when the learner makes a mistake?
Say--Try again
Or, tell the correct answer and have him or her repeat it back (or point to correct item)

_____3. Review and/or list Steps 1 and 2 of the tutoring sequence
1. Talk to the learner
2. Tell the learner what work needs to be done

_____4. Introduce record keeping

_____5. Introduce Step 3 of the tutoring sequence
3. Tutor a basic skill
Explain and demonstrate selected basic skill tutoring task. Demonstrate with materials

_____6. Express appreciation to the tutors. Explain that tomorrow the training session will continue.

Training Session 3

_____1. Review--What do you do when the learner is correct?
What do you do when the learner makes a mistake?

_____2. Review Steps 1, 2, 3 of the tutoring sequence
1. Talk to the learner
2. Tell the learner what work needs to be done
3. Tutor a basic skill

_____3. Introduce Step 4 of the tutoring sequence
4. Work with a manipulative or language task
Explain and demonstrate selected manipulative or language task. Demonstrate with materials

_____4. Introduce Step 5 of the tutoring sequence
5. Review the basic skill with a game
Explain and demonstrate selected game to review basic skill

_____5. Introduce Step 6
6. Conclude the session by reviewing the record keeping forms
Explain and demonstrate how to conclude a session

_____6. Demonstrate entire tutoring session by role playing with one student

_____7. Express appreciation to the tutors. Explain that tomorrow the training session will continue.

Training Session 4

_____1. Review--How to act
Sit next to the learner
Be happy
Be kind
Help the learner but do not do the learner's work for him or her

_____2. Review--What do you do when the learner is correct?
What do you do when the learner makes a mistake?

_____3. Review the 6 Steps of the tutoring sequence
1. Talk to the learner
2. Tell the learner what work needs to be done
3. Tutor a basic skill
4. Work with a manipulative or language task
5. Review the basic skill with a game
6. Conclude the session by reviewing the record keeping forms

_____4. Practice tutoring with role playing

_____5. Answer questions during the role playing
Give encouragement during session

_____6. Express appreciation to the tutors. Explain that tomorrow the training session will continue.

Training Session 5

_____1. Review--How to act
Sit next to the learner
Be happy
Be kind
Help the learner but do not do the learner's work for him or her

_____2. Review--What do you do when the learner is correct?
What do you do when the learner makes a mistake?

_____3. Review the 6 Steps of the tutoring sequence
1. Talk to the learner
2. Tell the learner what work needs to be done
3. Tutor a basic skill
4. Work with a manipulative or language task
5. Review the basic skill with a game
6. Conclude the session by reviewing the record keeping forms

_____4. Practice tutoring with role playing

_____5. Answer questions during role playing
Give encouragement during session

_____6. Explain--Monday you will meet your learner for a story time with a teacher in charge. Sit next to your learner.

_____7. Explain the monitoring procedures. Instruct the tutors how to ask for help. The tutoring will start on Tuesday.

PEER TUTORING READING ACTIVITIES

Meaningful reading activities are necessary for carrying out peer tutoring. Echo reading and page partners are two activities which can be carried out successfully by peer tutors.

Peer Tutoring Echo Reading Format

A. Talk to the learner and tell him/her what you are going to be doing

B. Review the learner's flash card word pack. Help the learner with difficult words

C. Echo read a story. Make word flash cards for difficult words

D. Play a game with the word card pack (game sheets on pages 24 and 25)

E. Keep track of pages read on the record sheet, example page 27

Echo reading is a peer tutoring format which provides opportunities for practicing word recognition accuracy and oral reading fluency. Echo reading is repetition page reading. The peer tutor reads a text page, sentence or paragraph. The learner then reads back or echos the same page. The peer tutor's example serves as a model for the oral readback. The emphasis is on the association of a printed word with the oral equivalent. Matching oral words with printed words as a listener enables a student to read back a page with greater confidence and fewer mistakes.

Echo reading enables a learner to work with texts which are interesting in content but too difficult to read alone. Echo reading may give some students just the extra help and practice they need for improving word recognition and fluency.

Echo reading adds the social appeal of reading for an audience. Not only does the tutor have an audience but when the reader roles are reversed, the learner has an audience for the readback. The tutor is the receptive audience for the echo. Echo reading provides a responsible social role for both partners.

Peer Tutoring Page Partners Reading Format

A. Talk to the learner and tell him/her what you are going to be doing

B. Review the learner's flash card word pack. Help the learner with difficult words

C. Page partner a story. Make word flash cards for difficult words

D. Play a game with the word card pack for word review) game sheets on pages 24 and 25

E. Keep track of pages read on the record sheet, example page 27

One way to provide oral reading practice opportunities is by pairing students as page partners for sight-reading. Sight-reading is when the material to be read has not previously been prepared orally or silently; it is read at first sight. Page partner sight-reading is when two students take turns reading orally to each other. One partner reads a page, the other partner reads the next page, and so on until the story is finished. The roles of reader and listener are reversed from page to page. Students who do not do well in group oral activities may gain confidence in a page partner activity. Page partner sight-reading encourages cooperation and helps to develop reading competence.

The text to be used should not have been read previously by the partners. Partners can select a book from a resource sight-reading shelf or from the library. Partners can share a book or each can have a copy. The teacher should guide the selection as to level of difficulty. Sight-reading practice for word recognition accuracy and fluency should be at the independent level.

Page partners take turns reading aloud for practice; the reading and listening roles are of equal importance. Partners have a responsibility to help each other with decoding or comprehension problems. A time limit is not imposed. Partners may read just a few pages, a story, or a book. It is advisable to have short frequent paired sessions rather than long infrequent sessions.

Game Sheet for Use with Peer Tutoring

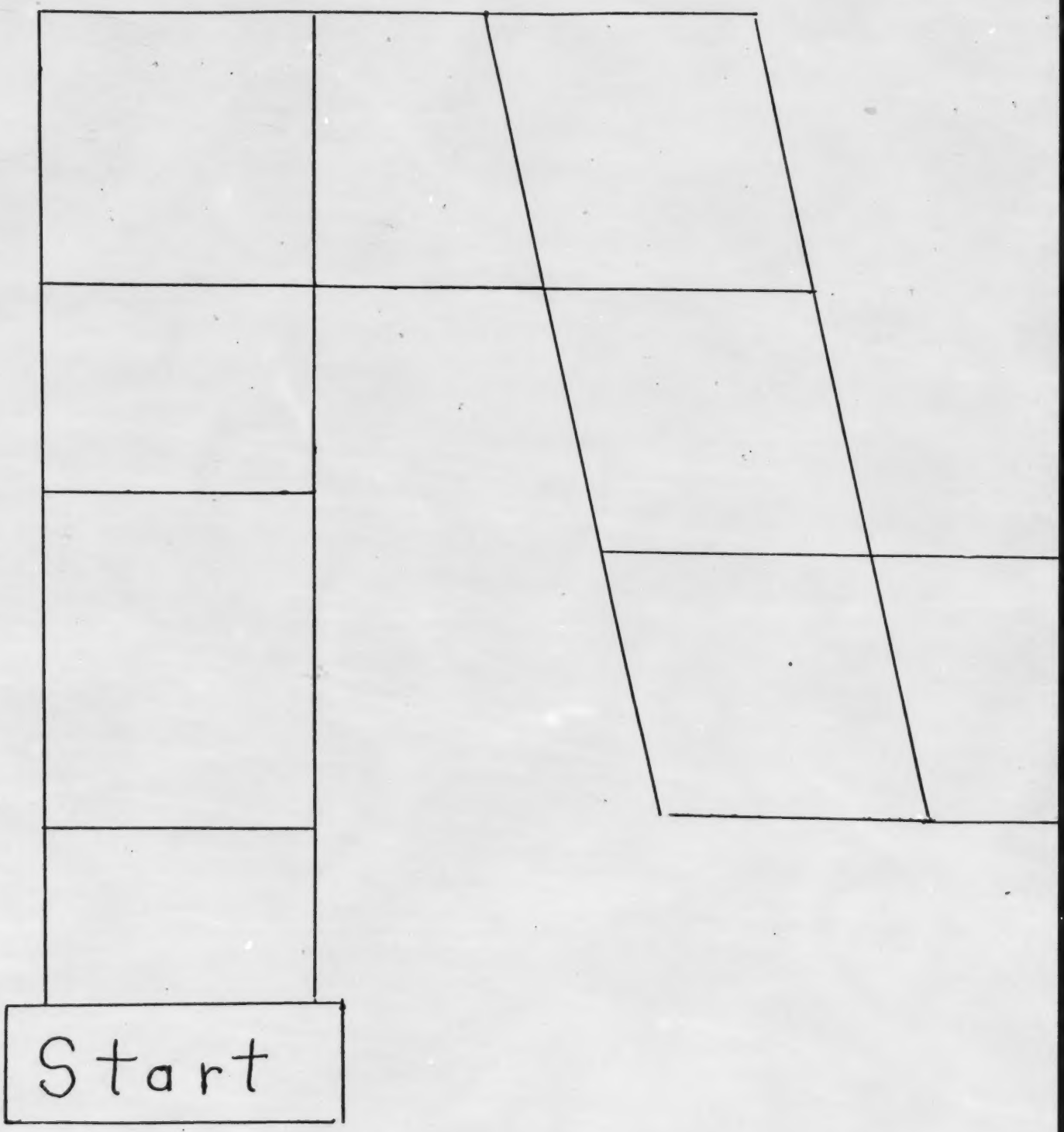
Have the peer tutor paste the game sheets on a file folder. Have the peer tutor cut out and paste pictures in some boxes; use pictures of a favorite comic strip. Use any flash word card pack with the game. Peer tutor and learner take turns drawing a word. If they can pronounce the word they roll a die (or spin for a number or draw a number card) and move as many spaces as shown. The player to reach the ribbon circle wins the game. Any words which were missed from the flash word card pack should be recorded on the Word list, page 26 and given additional attention for study. Words in the word card pack can be shuffled and several games can be played for word practice.

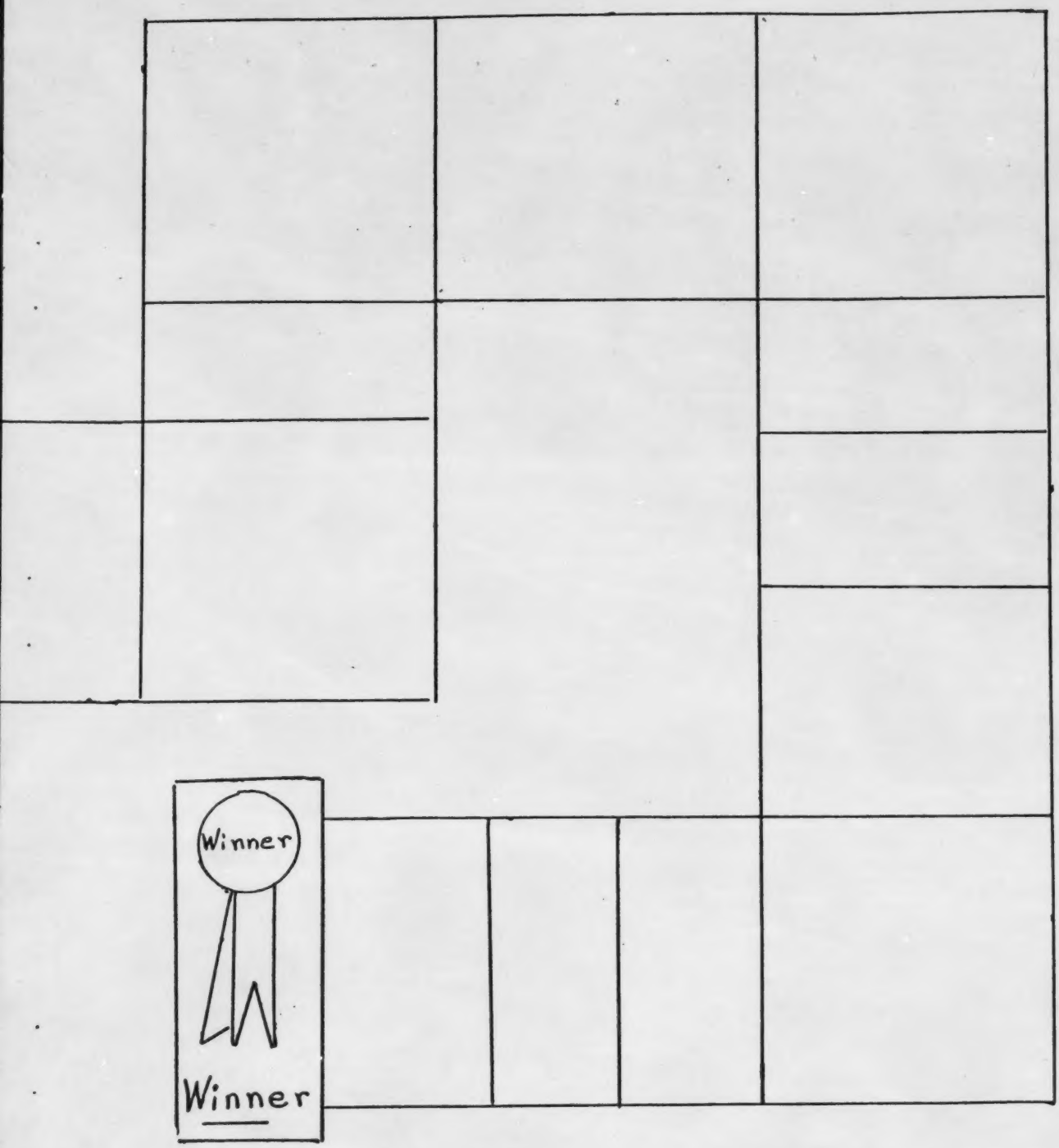
Tic-Tac-Toe

Another good game to use for word study review with peer tutoring is Tic -Tac-Toe. Rule a sheet of construction paper into 2" x 2" squares. Cut apart. Put a big X on half of the squares and a big O on the other half. Rule another sheet of construction paper for a Tic-Tac-Toe frame:

Tic-	Tac-	Toe

The tutor gets the X stack and the learner gets the O stack (or vice-versa). Players draw a word card. If they can pronounce the word they put down an X or an O. Play continues until a winner has a row, column, or diagonal (or a game tie is played). Several games may be played.


Start


Winner
Winner

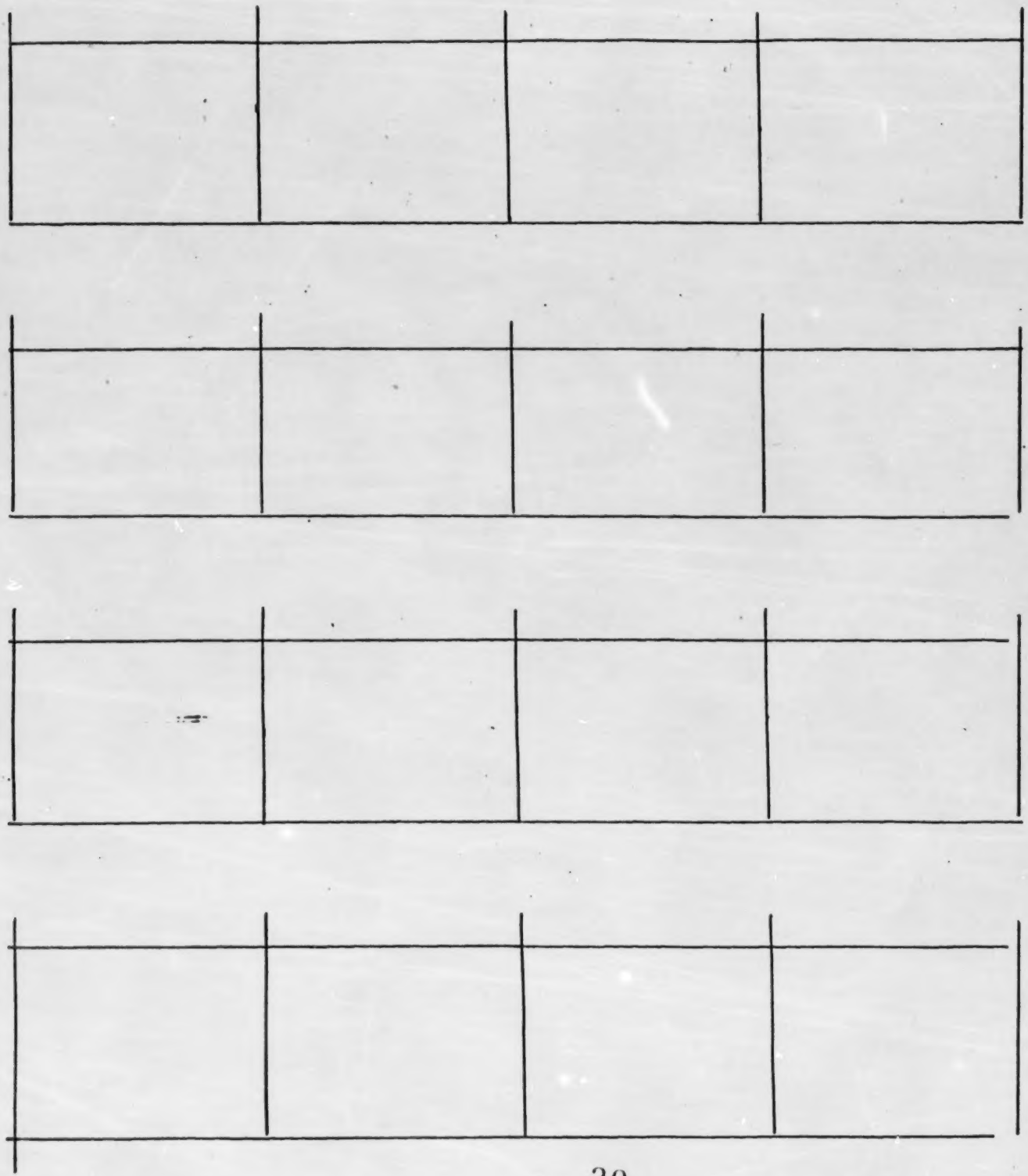
Name _____ Peer Tutor _____

WORD LIST

_____	_____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
_____	_____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
_____	_____
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Peer tutors keep track of pages read by writing the page numbers in the boxes.

Name _____ Peer tutor _____



PEER TUTORING MANUALS

The following manuals are detailed references and give specific procedures for developing, implementing, and sustaining a peer tutoring program.

Harrison, G. V. Structured Tutoring. Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632, 1980. ($13.95)

Helpful for structuring tutoring tasks based on specific objectives. Gives successful tutoring procedures developed from actual use.

Klaus, D. J. Patterns of Peer Tutoring. ERIC, ED 117 695. Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210, 1975. ($10.77)

Describes both structured and flexible approaches to peer tutoring. Gives suggestions for designing and implementing a peer tutoring program. Has an extensive bibliography for extended readings.

Lippitt, P. and others. Cross-Age Helping Program: Orientation, Training and Related Materials. Publication Sales, Institute for Social Research, The University of Michigan, Box 1248, Ann Arbor, Michigan 48106, 1971. ($40.00)

A valuable reference. However, the book cannot initially be purchased separately from a record and filmstrip set.

Melaragno, R. J. Tutoring with Students: A Handbook for Establishing Tutorial Programs in Schools. Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632, 1976. ($15.95)

Offers a design for school-wide tutoring. Provides samples of evaluation forms and record keeping forms.

Morrissey, P. A. A Guide for Teachers: How to Set Up a Peer Tutoring System in Your Classroom. ERIC, ED 163 684. Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210, 1975. ($4.46)

A very helpful guide for designing materials suitable for peer tutoring.

Newmark, G. This School Belongs to You and Me. Hart Associates, 12 East 12th St., New York, New York 10003, 1976. ($7.45)

Expands educational viewpoints to encompass flexible ideas for teaching. Excellent checklists in the appendix for peer tutoring.

BIBLIOGRAPHY

ERIC Document

ED 114 372 Wilkes, Roberta, 1975.

Peer and Cross-Age Tutoring and Related Topics: An Annotated Bibliography.

A comprehensive 71 page annotated listing of resources, information, and research dealing with peer tutoring. This annotated listing enables an interested teacher or supervisor to select appropriate readings.

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